
**College of Education Annual Fall Retreat
Academic Complex
September 7, 2007**

- 8:30 Coffee and continental breakfast**
- 9:00 Welcome, Get Organized and Introductions**
All participants
Expected outcome: The purpose and expected outcome (s) will be reviewed.
- 9:30 The Academic Complex: Internal “construction” (now it’s our turn)**
All participants
Expected outcome: Participants will review building features and the technology training strategy, as well as to confirm the “buddy system” for setting up classrooms, labs, and counseling facilities (by September 27).
- 10:15 The “State of the College”**
Dr. Debra Colley
Expected outcome: Participants will review College data (assessment system), identify strengths and areas in need of improvement (as aligned with the Strategic Plan and NCATE standards).
- 10:45 Planning: 2005-06 and Beyond (by Committees)**
Dr. Sylvia Valentin, Dr. Roselind Bogner, Dr. Augustyniak, Patti Wrobel, Dr. Colley, Chairpersons of College Committees
Expected outcome: Chairpersons and committee members will conduct their first meeting of the 2007-2008 academic year (agendas to be provided by the committee chairs).
- 11:45 p.m. Lunch**
- 12:30 Program Quality and Candidate Performance: SPA Update**
Dr. James Mills (NCATE Coordinator), Dr. Vince Rinaldo
Expected outcome: Faculty and supervisors will review the status of the 6-8 identified assessments for specific program reviews.
- 1:00 Candidate Performance Review/Discussion (Program area grouping): A review of outcomes (6-8 assessments)**
*Dr. Chandra Foote, Department Chair
Dr. Kris Augustyniak, Department Chair
Dr. Helen Snider, Director of Student Teaching*
Expected outcome: Faculty and supervisors will list specific program action steps (issues/tasks) to be addressed during the 2007-2008 academic year.
- 2:45 Closing and Next Steps**
Expected outcome: Participants will review action steps and provide feedback on the day’s activities and outcomes. Next steps will be summarized.
- 3:00 Reception – Rooms 350-351**
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College of Education

Fall Retreat

September 7, 2007

Vision

Our collective vision focuses on . . .

.... Excellence (*high quality and world class*)

.....Transforming the community through education,
(*cutting edge*)

..... Opportunity that is global and diverse

..... Reciprocal and collaborative partnerships

..... Learner and community focused instruction
(*student/family*)

Our mission

To prepare educational and mental health *leaders*, who demonstrate the *knowledge, skills, and dispositions* needed to serve others and who further the values and practices of their *respective professions*. We seek to inspire our candidates, in the *Vincentian tradition*, and to foster core values of professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.

- Conceptual framework:
 - Constructivism
 - Process-product
 - Reflective practice



*College of Education
Conceptual Framework*

Our goals

- 1. Diversity (faculty, students, curriculum and clinical experiences).
- 2. Professional development for faculty, staff, administrators and extension of contributions.
- 3. High standards for all programs (consistently revised and developed).
- 4. Quality candidates and graduates (knowledge, skills, dispositions).
- 5. Professional partnerships and service.

Assessment system - purpose

- **Unit Performance**
 - measuring progress (Unit standards, strategic plan goals, federal and state standards)
 - internal planning, analysis and advocacy (plan for the Unit generally, program areas specifically)

- **Program Quality**
 - measuring candidate performance
 - identifying strengths and issues
 - continuous improvement

How – *the structure, the process*

- Unit level:
 - College committees
 - Annual reporting (April) and identification of issues

- Departmental level:
 - Candidate performance across multiple assessments (internal and external)
 - Annual report of the Chairpersons and Coordinator of Student Teaching (June, July)

Key Performance Indicators

- Structure and governance
- Diversity
- Faculty Contributions
- Candidate performance
- Partnerships and service

Program Enrollment (2006-07)

- Undergraduate programs (573):
 - Early childhood and childhood: 153
 - Childhood (1-6): 11
 - Childhood and middle childhood (1-9): 88
 - Middle childhood and adolescence (5-12): 131
 - Adolescence Education (7-12): 52
 - Special education and childhood: 50
 - Special education and adolescence: 26
 - TESOL – 5
- Bachelor of Professional Studies (80)
 - Primary/junior - 55
 - Intermediate/senior – 25
- Graduate program enrollment (738):
 - School psychology: 29
 - School counseling: 46
 - Educational leadership: 54
 - Mental health counseling: 26
 - Literacy: 89
 - Foundations: 14
 - Special education: 35
 - Elementary teacher education: 200
 - Secondary teacher education: 117
 - Non-matriculated: 78

Enrollment

- Enrollment 2007-08 (census date is 9/15):
 - Undergraduate
 - Graduate

- Enrollment (2006-07):
 - Undergraduate – 573 (609 in 2006) + 80 (Ontario)
 - Graduate – 738 – (credit hour enrollment --- 16,437)

Diversity

- 47.4% of faculty, 28% of adjunct faculty, and 57% of supervisors represent diverse national and ethnic backgrounds (increase from previous year).
- 5.8% of undergraduate students in education (decrease from previous year) and 41.6 % of graduate students in education (increase from previous year) are from diverse backgrounds.
- 5 paraprofessionals from the Buffalo Public Schools obtained M.S. Ed. degree (total of 12 graduates of TLQP project).
- Specific learning activities: 62 candidates and 5 members of the faculty participated in study abroad; 50 teacher candidates participated in the co-sponsored panel discussion on “Successful Teachers and City Schools” (Diversity Committee and MISA – April 2007); 27% of the undergraduate students participating in mission-based BASIC programs were education students (n=12, 2006=07).
- Faculty scholarship and service: national presentation (NAME conference, October 2006); research in three high needs schools (Catholic Central, Makowski, BOCES in Buffalo); 110 participants in the International Leadership Conference; leadership of and participation in African Education Alliance of Western New York; participation in Inner City Summit and International Literacy Task Force.

Diversity cont.

■ Placements

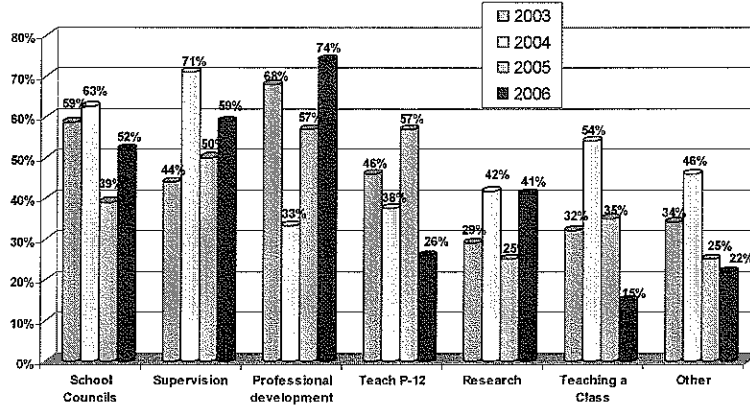
Placements in high needs schools	2004-05	2005-06	2006-07
Educational Leadership	28.3%	27%	40%
School Psychology	36.3%	19.3%	11%
School Counseling	21.4%	41%	31.8%
Literacy	39.2%	23%	25.7%
Foundations of Teaching	66.7%	50%	33.3%
Special Education	42.8%	28.5%	33.3%
Initial Teacher Education	48%	48%	49.5%

Faculty

- % of courses taught by full-time faculty, 2006-07: 56% in teacher education; 71% in administration; 72% in school psychology, mental health and school counseling (combined average).
- % of supervision by full-time faculty, 2006-07: 63% of student teachers were supervised by full-time university faculty.
- FTE of part-time faculty in College:

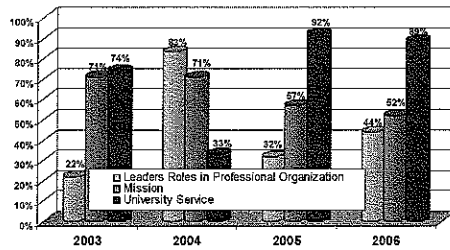
Faculty contributions

Faculty Participation in P-12 Schools:
2003-2006

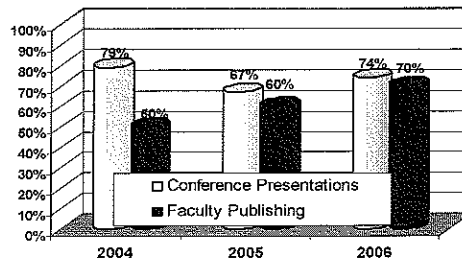


Faculty contributions cont.

Faculty Contribution to Service



Faculty Contribution to Scholarship

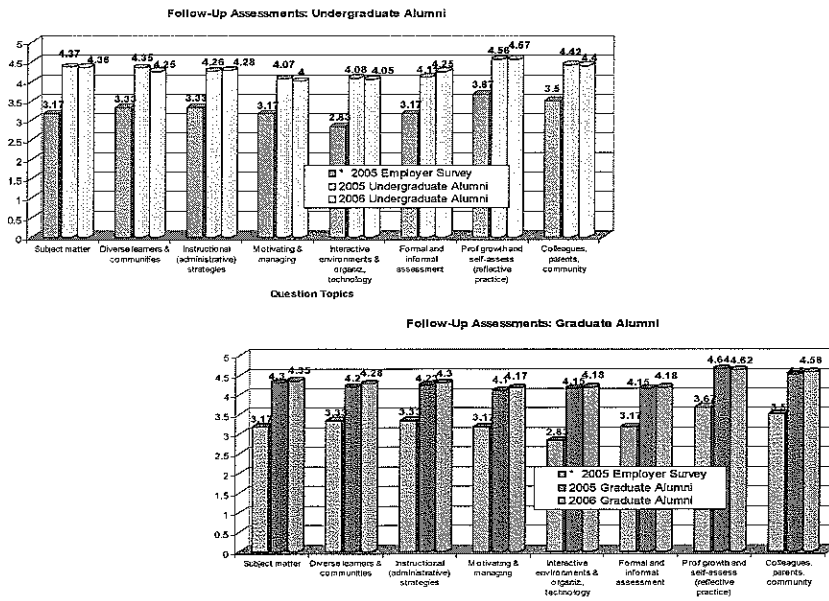


Candidate Performance

- 2005-06 completers:
 - 100% pass rate on ATS-W
 - 99% pass rate on LAST
 - 92-100% pass rate on CST

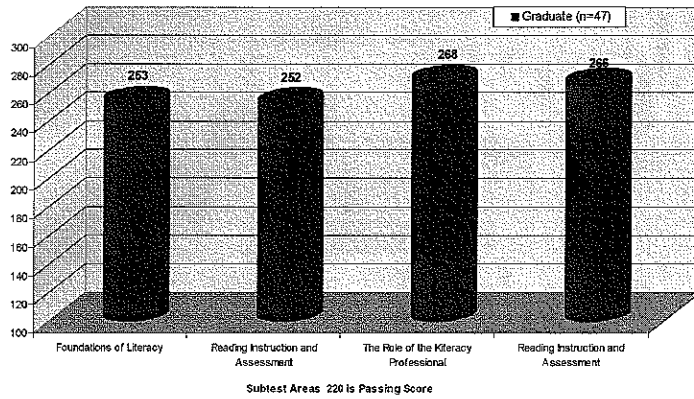
- Employment (one-year follow-up):
 - 93% report being employed (full or part-time)
 - 77% of undergraduate alumni are enrolled in graduate school (59% previous year)

Follow-up Assessment



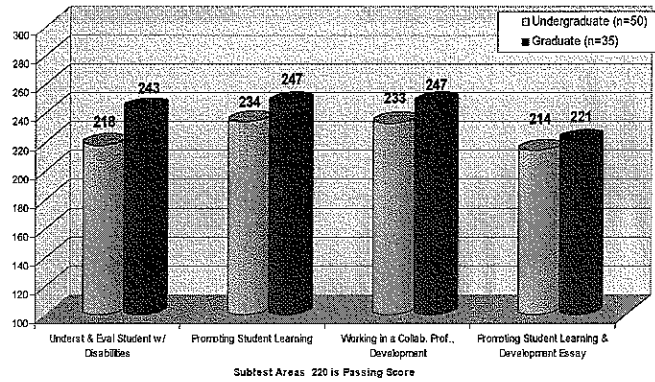
Subtest score analysis

Literacy CST Average Subtest Scores for For All Test Takers
Graduate Candidates
Summer 2006-Spring 2007



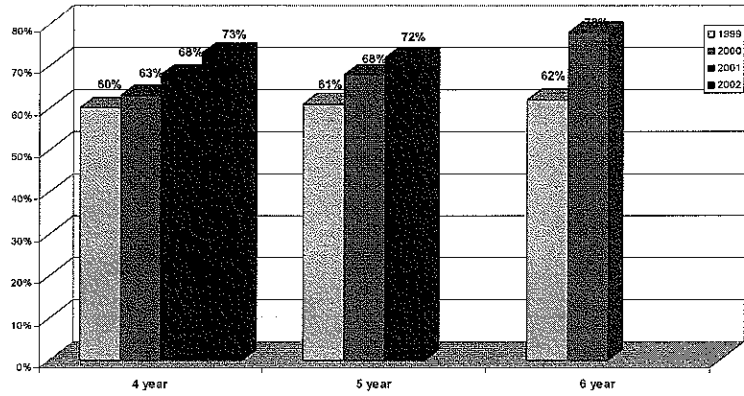
Subtest score analysis

Students With Disabilities CST Average Subtest Scores For All Test Takers
Undergraduate vs Graduate Students
Summer 2006-Spring 2007



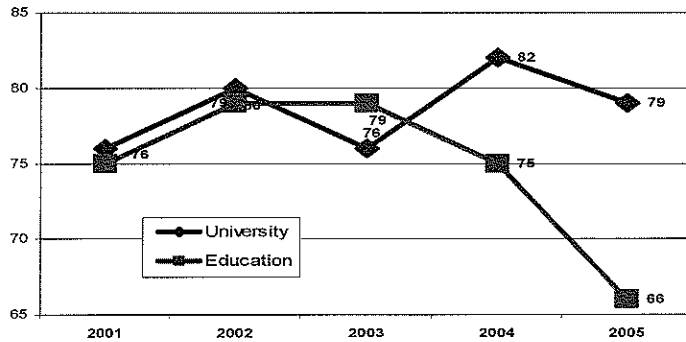
Quality of candidates - undergraduate

Graduation Rates:
4 year, 5 year, 6 year



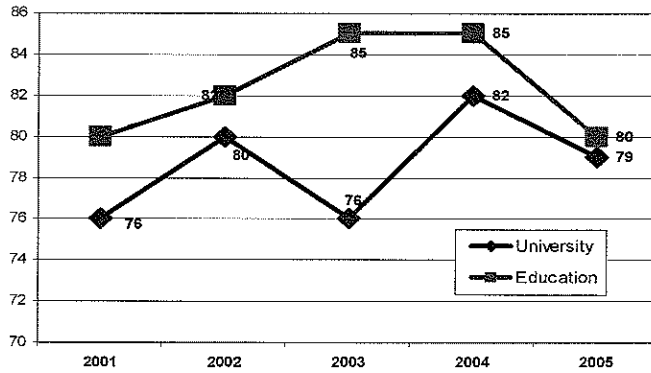
Retention in major Freshmen to Sophomore

Retention of Enrolled Education Students In Major:
Freshman to Sophomore (2006 Report)



Retention at NU Freshmen to Sophomore

Retention of Enrolled Education Students at NU:
Freshman to Sophomore (2005 Report)

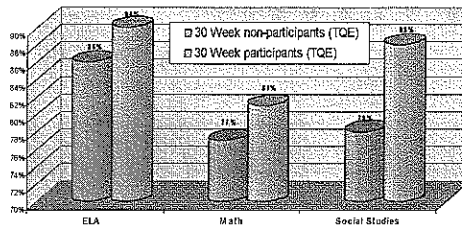


Impact on Student Learning

Impact on Student Learning: Grades 1-8
(N=114 Teachers who participated in TQE professional development)



Impact on Student Learning: Grades 9-12
(N=39 Teachers who participated in TQE professional development)



Accomplishments

- Design and completion of the Academic Complex
 - Key points (handout)
 - Teaching studio (library)
- Full implementation of Ontario programs (232 - teacher education, 35 - administration and supervision) – three professional development school sites.
- Program developments: Licensure designation for MHC; literacy minor; special olympics course; course modifications; dispositional assessment (revisions to assessments, incorporation into Freshman symposium); professional development plan (and space) for adjunct faculty
- 3 faculty awarded tenure and promotion, 4 sabbatical leaves; faculty honors
- “Leadership initiatives” – elevating the status of the College (i.e., International Leadership Conference, constructivist conference, math/science summer institute, Math/Science Grant)
- Expanding international initiatives – study abroad, international conference, sabbatical leaves

Accomplishments cont.

- Institute of Applied Learning (\$542,980)
 - New grant received – Math/Science Summer Institute (\$159,420 – not included above)
 - 217 participants in various sponsored initiatives for professional development
 - Buffalo partnership for paraprofessionals – 7 degree graduates
 - New partnerships created with the workforce investment board for the training of displaced teachers in Catholic Schools and for counseling programs for high school seniors.
- Center for Excellence in Catholic Education
 - 390 individuals from Catholic Education participated in sessions of the CECE (professional development and specific courses).
 - 11 members of the faculty were involved in Catholic schools.
 - Increase in placements in Catholic Schools (30% increase for teaching assistantships; 17% increase for student teaching placements)
 - New partnerships created with Catholic Curriculum Collaborative, University of Rochester, NCEA, and Buffalo Zoo.

This year

- Program assessment, Program assessment, Program assessment
- Key issues:
 - Retention, first year experience, and transfer programs
 - Diversity (candidates, placements, assessment of curriculum)
 - Competitive and market-driven programs
- Facilities – teaching studio and building – full activation and professional development
- Program development:
 - Ph.D.
 - Ontario continuing implementation – contributions in high needs schools (Senor Santo Christo)
 - Meeting educational and community needs: STEM, early childhood, bilingual school psychology
 - International follow-up for study, research, exchange
 - Out of area programming (on-line offerings and international)
- Advancement initiatives
 - Handout